Black English

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BLACK ENGLISH

by

Karen Tibbitts Filimoehala

Thesis submitted in partial fulfillment of the requirements for the degree of

DEPARTMENTAL HONORS in

Communicative Disorders

Approved:

__________________________
Department Advisor

__________________________
Director of Honors Program

UTAH STATE UNIVERSITY
Logan, UT

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The author discusses the need for mandatory bidialectalism for nonstandard English speakers. He supports his statement by citing educational, employment, and ethical reasons.


The author advocates the use of a bidialectal bicultural approach for intervention with dialect speakers and a role for Speech Language Pathologists to teach standard English to non-standard English speakers.


A model is presented for use by Speech Language Pathologists in working with dialectal speakers. The author describes language patterns, phonological and syntactical differences between standard English and Black English. The implications of dialectal differences for Speech Language Pathologists are discussed.


The author discusses the impact of Speech Language Pathologists' interactions with social dialect speakers. He advocates the need for school clinicians to reassess their roles in respect to social dialect speakers.


A detailed look at multicultural communication and how institutions and teachers need to accommodate for this sociolinguistic fact of education. Author gives several different models for classroom use.


Language samples were taken from 17 African American preschoolers by 3 examiners; a white female using standard English and 2 African American females using either standard or Black English. The results showed more Black English features in the samples taken when the examiners who were African American with the most features exhibited in the sample taken by the Black English speaker.

A listing is provided of American Indian Support Personnel Programs, Bilingual Emphasis Programs and programs in Historically Black Institutions.


An article describing The Institute for Multicultural/Multilingual Services in Communication Disorders in the Department of Communication Disorders at the University of Massachusetts. The Institute’s purpose is also discussed.


An article describing the new Center for Communication Research at Howard University’s School of Communications. The Center examines communication issues of relevance to Blacks and other minorities, and is designed to promote and support faculty and student research.


The memorandum opinion and order submitted to the United States District Court judge in the Ann Arbor, Michigan case of Martin Luther King Junior elementary School children vs. the Ann Arbor School District Board concerning the educational rights of students speaking Black English.


A review of recent language research regarding the Black English vernacular considers new development involving: the grammars of the elderly and young speakers, indications that BEV is not decreolizing but is actually diverging from white speech, and the effect of contemporary developments on differences between black and white speech.


An investigation of perception of minimal word pairs by Black and White children is presented. Differences in discrimination ability were found between Black and White children but not among Black children listening to other Black children or White children listening to other White children.

The author advocates teaching African American children standard English, not "White dialect" and focuses on standardization of language as a socio-linguistic fact of life. She argues standardization is not political but educational and for children to become part of the mainstream America he must be able to communicate in standard English.


Author discusses the Martin Luther King case and how it established a legal mandate requiring school systems to identify, assess, and remedy educational problems associated with the use of nonstandard English dialects, by minority group children.


Provides information on a variety of aspects of African American culture and how those aspects affect Speech Language Pathology and Audiology. Author discusses ways these services might be improved to serve the African American population better.


An model of mutual second dialect acquisition in a bidialectal speech community is presented, placed in historical context, and used to illustrate the inherent social nature of hypercorrection and hypocorrection. The controversy surrounding hypercorrection for Black English is reviewed.


Author argues that the belief that Black English is bad English or ungrammatical is inconsistent with linguistic evidence to the contrary and discusses some of the sociolinguistic, educational, and political aspects of the debate over the role of Black English in educational settings.


The auditory reassembly ability of White inner-city school children were investigated. Results indicate that significant difference in performance were found between Black and White children.
with White children scoring higher. Authors emphasize “difference Vs. difference plus deficit.”


This volume is a collection of papers delivered at the conference “Concerns for Minority Groups in Communication Disorders,” held at the Bill Wilkerson Hearing and Speech Center, Nashville, TN on September 17-19, 1984.


A report given on a study which attempted to investigate the sociolinguistic environment of African American preschoolers. Specifically, those children who have speech problems. Subjects used were from Head Start programs. This analysis illustrates differences of those who had trouble with speech and those who did not.


The author looks at the impact of the Ann Arbor decision since it was made in 1979. He outlines the components of the decision and evaluates how well the educational system has met the expectations of this decision.


This article discusses a study of Black English speaking children’s comprehension of pronoun reference. Results show a significant increase in comprehension as a function of chronological age.


Official recognition of Black English as a dialect has implications for all public school systems that have minority enrollment. The Ann Arbor decision points to changes that should be made in teacher and institutional attitudes and in the administration and interpretation of standardized tests.

This article describes two programs designed to develop communication skills among urban and minority populations. One program is for adults and focuses attention on oral communication skills the other is a program set up to provide speech and hearing services for all children.


This report defines sociolinguistics and relates it to the field of Speech Language Pathology. Aspects of the language which have evolved as social issues are discussed as factors of which the Speech language professional should be aware.


Focuses attention of the intent of this special issue to highlight a small number of key issues, directions, and questions on the changing contexts in which scholarship on Africanized English and school education is occurring, including reference to past Black English, dialect studies, the changing demographics of the students, and the complexity of language variation.


This guide includes a listing of items for use in assessment or intervention with racial/ethnic minorities. The name of the item, an abstract, cost, and the publisher’s address.


This is a guide to a collection of items for use in assessment and intervention with racial/ethnic minorities. The name, description, cost, and publisher of items are provided.


The director of Asha’s Office of Minority Concerns responds to frequently asked questions on the Position Paper on Social Dialects published by Asha. The role of Speech Language Pathologists with social dialect speakers, coursework in sociolinguistics, PL 94-142, and the provision of elective services are discussed.

Ten African American children who speak Black English were administered three standard English articulation tests. These tests were incorporated into a study which examined the extent to which phonological performance varied. The results showed that a failure to take into consideration the factors of dialect proved to lead to misdiagnosis of normally speaking African American children as having articulation disorders.


Universal ASHA definitions are provided for the use of agencies & individuals in the field of communicative disorders.


In this position paper, it is formally stated that dialectal varieties of English are not considered pathological forms of speech or language. A discussion of the provision of elective services to non-standard English speakers is also included.


Approaches for multicultural provisions of alternative approaches for professional education programs in communications disorders are discussed. Among them are the Pyramid Approach, the Unit Approach, the Infusion Approach, and the Course Approach.


This article states the position of Asha in dealing with linguistic minorities that exhibit communication disorders.


This article examines a study in which complex syntax production by a sample of 45 preschool preschool-age African American boys and girls from urban, low-income homes is tested. The results suggest a potential positive relationship between amounts of complex syntax and amounts of nonstandard English form usage in the children’s connected speech.

The prepositional phrases used in free play discourse by 45 African American preschoolers from low-income homes were analyzed. A statistically significant positive relationship was found between amounts of African American English for use and relational semantic complexity. No significant relationships were found between simpler prepositional meaning and the AAE form use.


Author discusses how dialectal language effects writing in standard English. Focuses on the syntactical and grammatical differences.


Illustrates that proper usage and understanding of Black English vernacular among teachers helps to create positive self image in Black students and aids these students in learning to read.


The author states that Black English and standard English are treated as two different closely related linguistic systems that coexist in African-American linguistics. The focus of the article is on a middle-class female who appears to be balanced bilingual who offers counter evidence to the claim that BE is spoken mainly by poor and uneducated people.


Attempts to investigate the ways Black English differs from other varieties of English. In the authors opinion, the lack of adequate structural and historical information about Black English has been a major handicap in education.

Author argues that any attempt to impose Black English on schools as a separate language should be opposed. He further argues that institutionalizing Black English will only tend to create a further educational handicap for African American children.


This article examines a study in which 130 African American college students were asked to rate the desirability as a committee work partner of Black English speaking, code switching or standard English speaking voices. They tended to prefer the speaker of standard English. The implications of this study are discussed.


A detailed description of Black English is presented including phonological and syntactical characteristics. Examples are given and explained based on the rules of Black English.


Examines speech differences between African Americans and Non-African Americans. The author describes Black English Vernacular from the viewpoint that speech is a behavior. An explanation of why Black English is considered, by many to be deviant is also given.


A focus on how talk is used to build social organization within face-to-face interaction. The author describes structures and procedures used by African American children to establish their world in society.


A description of auxiliary and aspectual marker verbs in African American English is presented. Describes how the language system is rule-governed, and presents some meaning differences between forms in African American and standard English.

The author examined the development and uses of verbal behavior among African Americans in several different aspects including the psychology of oppression and the role of language as a tool of dealing with it, the African origins of Black English dialect, the development of verbal behavior and the evolution of various dialects among African American people.


The Sounds-In-Words subtest of the Goldman Ristoe Test of Articulation was administered to 222 African American children in preschool through third grade. The children spoke Black English. Their responses were analyzed and revealed phonological process patterns similar to those reported in the developmental literature about final consonant deletion. The results show that these children exhibited the feature of final consonant deletion well beyond the age indicated by the norms gathered mostly from White children.


The author expresses his opinion on the ASHA Position Paper on Social Dialects in *Asha*, Jan. 1987, and discusses the comparison of Black English with other social dialects.


Describes major features of pronoun usage, verbs, and nouns in contemporary Gullah. Points out that most research on Black dialects has focused on northern inner city Black speech, and that this variety of Black English is different from the Creole-based language patterns prevalent among Blacks in the southeastern United States.


Considers language, culture, social organization and the political situation of African American youth in inner cities of the United States. The author takes a linguistic approach to define the social organization of peer groups in which the vernacular culture uses language and how verbal skills develop. The author argues that the school systems have failed to recognize these issues.

Discusses the factors that led to linguistics being able to present effective testimony in the form of an unified view on the origins and characteristics of the Black English Vernacular at the Ann Arbor trial.


Examines general instructional strategies for African Americans as well as specific intervention programs. Prerequisites for effective implementation of these approaches are instructional emphasis on thinking skills and active learning and responsiveness to cultural diversity.


African American second graders were asked to identify the race of a storyteller and respond to questions about a story. The children identified Black English speakers correctly more often than standard English speakers and performed better on auditory comprehension when stories were told in standard English.


The author focuses on the nature of the United States becoming culturally diverse. Strategies for assessing phonology of culturally and linguistically diverse children, developing sensitivity for cultural differences are discussed.


The author was a project linguist with the Urban Language Study of the Center for Applied Linguistics in Washington D.C. It is from this viewpoint that the author writes a comprehensive approach of the segmental phonology of Black English. This article focuses on an exploration of Black English's strengths and weaknesses.

Indicates features of Black English and discusses relationships between speaking Black English and learning to read and write. Suggestions for teaching speakers of Black English to write are offered.


Author investigates how African American children perceive the use of Black English and discusses cultural issues surrounding the dialect. Also examines dialects effect on self image and social issues.


This article focuses on a study which examined whether African American children who deleted final consonants marked the presence of those consonants in some fashion. Results indicated that the children produced longer vowels preceding "deleted" voiced final consonants, suggesting that the children had knowledge of the final consonants perceived to be deleted.


This article examines a study in which 1,800 essays written by 17 year old African American students were analyzed in terms of frequency and distribution of Black English Vernacular. The results of this study suggests that BEV has converged with standard English and that students were not penalized for BEV in primary trait scoring.


Surveys the various representations of African American language found in contemporary children's books. Focuses on Black English dialect and how varied African American language is tied to the psychology of oppression.

An adaptation of the Hannah-Gardner Test of Verbal and Nonverbal Language Functioning was developed to be used in screening the language skills of 540 low-income Black, English-dominant Hispanic, and Anglo preschool children. The procedures used to calculate local norms and other issues involved in screening minority populations are discussed.


A high school teacher’s perspective on how Black English Vernacular causes difficulties in Math and Science. The author argues that there is a relationship between propositions, conjunctions and relative pronouns and the identification of quantitative ideas.


Reviews significant research into child Black English, describes some of the controversies raised that research, and offers some implications for teaching suggested by the research.


Presents the results of three experiments using dialect readers in African American Vernacular English to improve the reading comprehension of African American elementary and secondary school students. It is concluded by the authors that dialect readers offer a good alternative to teaching AAVE speakers to read.


The author, a linguist, outlines the background of Black English by discussing social and linguistic issues and gives the results of a linguistic analysis of the dialect. A description of the dialect’s extent of regional and social speech variation within ex-slave speech community is also given.

A focus on the language development of African American children. Includes a discussion of the Black English Vernacular including the semantic and discourse development as well as the history of the dialect.


A model of communication disorders in speakers of Black English is presented. Standard and Black English features are included as normative and developmental reference for assessing language behavior. The rationale for such a model and its implications for remediation are discussed.


This article examines a study in which African American and White children were administered a standard articulation test. The results revealed phonological differences in consonantal development between dialects. Contrasts were more prevalent in the numbers of errors rather than the errors themselves.


Production ad perception of word-final "th" was assessed among 40 Black English and 40 standard English speaking children from grades one to four. The perception of the word-final "th". Sequential developmental stages for the acquisition of word-final “th” are proposed and clinical implications discussed.


The author argues that because of the struggles African Americans have had with Black English, they can be a significant force in the struggle for minority language rights.

Although research and the court have established the viability of Black English as a communication system, scholars and educators have not rallied for institutional support of its use and acceptance in society. A rational languages and dialects in America.


This article summarizes the main points in the book, "The Death of Black English," by Butlers, which concludes that the history of linguistic assimilation points to the eventual disappearance of Black English in the United States.


The authors examine a study in which sixteen African Americans, affiliated with a university, reported on their experiential attitudinal, and descriptive responses to Black English Vernacular. The issues that emerged were, the possibility that BEV was socially constructed, and the perception that BEV is a limited linguistic system.


Sentence imitation tasks were utilized to determine the dialectal facility of 100 Black, White and Hispanic children. Black and Hispanic children performed more accurately on Black English features and White children performed better on sentences with standard English features. The results are discussed.


Examined the tense system of Samana English, a lineal descendant of early nineteenth-century American Black English. A past tense marker comparable in surface form, function, and distribution to that of Standard English was found. Comparison with varieties of contemporary Black English Vernacular and English-based Creoles showed a structural resemblance between Samana English and BEV.
1.0 Background Information

Black English has recently entered the media spotlight with the passing of the Ebonics resolution by the Oakland School Board on Dec. 18, 1996. In this resolution, the school board unanimously voted to recognize Black English or “Ebonics” (a term which combines the words “ebony” and “phonetics”) (LeLand & Joseph, 1997, p. 78) as the primary language of many of its students, and to teach students in their primary language in order to maintain the “legitimacy and richness” of the language, and to help students master standard English. Needless to say, the resolution was met with highly charged arguments—some in support, but many in opposition.

Over the next several weeks, the wording of the resolution was changed to avoid a number of controversies that raged among academicians and parents alike. Most significantly, the Board changed the wording regarding the “genetically based” nature of Black English. Many found the word “genetically” to be distasteful, despite the fact that this is an appropriate technical word for describing the origins of a language. Others objected to the wording which implied that non-Black English-speaking teachers would be using Black English in their classroom as the language of instruction. Changes were made to downgrade the status of the Black English from a separate language to a dialect and to make it clear that Standard English would remain the language of instruction in the classroom. The newly revised resolution also made it apparent that teachers were to use techniques commonly found in the English as a Second Language (ESL) classroom for introducing children to the differences between Black English and Standard English.

While these changes managed to appease a few powerful individuals (Reverend Jesse Jackson), they also significantly weakened the original stance of the Oakland School Board on the
significance and appropriate place of Black English in the school system. The new resolution buried the argument of whether to recognize Black English as a language or a dialect by simply instruction teachers to accept Ebonics as the primary language of their students while helping them translate that linguistic form to Standard English. As Toni Cook, an Oakland School Board member stated, “African American students come to school with a home language other than English. We’re going to bridge that gap and make sure our children learn (Leland & Joseph, 1997, p. 78).

1.1 The Historic Ann Arbor Decision

As the controversy and the revisions continue, it might be instructive to look beyond the present day value of these arguments to the historical context which prompted this resolution in the first place. The proper place of Black English in the American educational system has been argued approximately since Black-English-speaking children obtained the right to a free and appropriate education. But among all of these legislative mandates, one in particular, is of utmost importance in understanding the legal status of Black English in the schools.

On July 12, 1979, Judge Charles W. Joiner of the United States Eastern District Court of Michigan presented his findings in the civil action of Martin Luther King Jr. Elementary School Children, et al., Plaintiffs, V. Ann Arbor School District Board, Defendant. This case was to be called the Ann Arbor Decision. It came about as the result of African American parents’ unhappiness with their children’s lack of success in Michigan schools—particularly the Martin Luther King Elementary School. Parents took the school board to court under Section 1703 (f) of Title 20 of the United States Code which states that educational agencies are required to
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remove all language barriers which obstruct children's equal participation in educational programs. In this case, the court ruled that the school board had not violated this code, however; it required that the Ann Arbor School implement a system that would educate teachers about Black English in order that they would be able to identify and appreciate Black English (Screen & Anderson, 1994). Specifically, the court required that teachers attend 20 hours of inservice training and three follow-up seminars on Black English to be better able to recognize and deal with differences in children's written and oral speech. Nicholas Bountress, a professor in Speech Pathology and Audiology at Old Dominion University, noted that the specific objectives of these training sessions were as follows:

1. Recognize, generally, the basic features of a language system as they apply to dialect differences;

2. Be able to describe in general the concept of a dialect and dialect differences within the English language;

3. Be sensitive to the value judgments about dialect differences which people often make and communicate to others;

4. Be able to describe the basic linguistic features of Black English as it contrasts with Standard English;

5. Show appreciation for the history and background of Black English;

6. Recognize readily, children and adults speaking the Black English Dialect;

7. Be able to identify, without prompting, the specific linguistic features by which they recognized a speaker of Black English dialect;

8. Be able to discuss, knowledgeably, the important linguistic issues in code-switching
between Black English and Standard written English;

9. Be able to identify possible instructional strategies that can be used to aid children in code-switching between Black English and Standard English;

10. Use miscue analysis strategies to distinguish between a dialect shift and a decoding mistake when analyzing an oral reading sample;

11. Be able to describe a variety of language experience activities that can be used to complement the linguistic basal reader program. (1987, p. 55).

This ruling was met with enthusiasm by linguists like William Labov (Bountress, 1987) who had been laboring for years in academia to get Black English recognized as a legitimate language system. However, as Bountress wrote in his essay, The Ann Arbor Decision: In Retrospect, ten years later, this enthusiasm was not to be grounded on action or change. Bountress (1987) found that in fact this ruling from a small, regional court had little impact on the national scene. He noted that for widespread change of attitude and educational practice to take place, major changes needed to occur in university training institutions, professional societies, and the teacher’s associations. He further argued that real change in teacher sensitivity and educational programming cannot just be legislated from above, it has to have commitment at all levels of education.

In 1981 Labov pleaded that it had become increasingly apparent that while the Ann Arbor decision marked the legal end of the struggle to recognize the legitimacy of Black English, there was still much to be done to change the attitudes of teachers and other professionals to develop effective programs.
1.2 Social Dialects and the American Speech and Hearing Association (ASHA)

Bountress (1987) made the plea that future progress would be dependent on the willingness of concerned professionals to make ongoing commitments to work cooperatively and harmoniously to resolve conflicts pertaining to social dialects. In his argument, he placed much of this responsibility squarely on the shoulders of the Speech-Language Pathologist (SLP) because he saw that individual as the bridge between the technical linguist and the applications oriented teacher. He argued that the SLP may be the professional best suited for developing programs for dialect speakers because of their extensive expertise in psycholinguistics, sociolinguistics, and behavioral sciences. He argued that the SLP should be spending more of their time as classroom consultants where they could help teachers identify regional differences in phonology and syntax, identify linguistic biases of achievement and intelligence tests, and structure programs which promote increased verbalization and learning of the standard dialect in the school setting.

In 1983, the American Speech and Hearing Association acted upon Bountress' suggestion by convening a panel to compose a position paper on social dialects. One important part of that paper is the opening segment which characterizes the status of dialects in our society today. The opening statement reads:

The English language is comprised of many linguistic varieties, such as Black English, standard English, Appalachian English, southern English, New York English, and Spanish influenced English. The features of social dialects are systematic and highly regular and cross all linguistic parameters, i.e., phonology, morphology, syntax, semantics, lexicon, pragmatics, suprasegmental features, and kinetics...It is the position of ASHA that no dialectal variety of English is a disorder or a pathological form of speech or language. Each social dialect is adequate as a functional and effective variety of English. Each serves a communicative function as well as a social solidarity function. It maintains the communication network and the social construct of the community of speakers who use it (Committee on the Status of Racial Minorities, 1983, p.23).
Dr. Lorraine Cole (1983, p. 25) further specified ASHA’s position on social dialects by arguing that while ASHA had no specific certification requirements regarding dialects, it did expect the following:

1. Knowledge of the particular dialect as a rule-governed linguistic system
2. Knowledge of nondiscriminatory testing procedures
3. Knowledge of the phonological and grammatical features of the dialect
4. Knowledge of contrastive analysis procedures
5. Knowledge of the effects of attitudes towards dialects, through understanding and appreciation for the community and culture of the nonstandard speaker

**2.0 Problem Statement**

While ASHA has made clear its legal stance on the SLP’s responsibility in regard to social dialects, it has done little to ensure that these standards are being appropriately met. Additionally, SLPs working in a school setting have traditionally had few opportunities to interact with the classroom teacher in regards to broader curriculum concerns such as language and vocabulary development. Recently, however, there has been a move towards a collaborative or consultative model of service delivery which has at least allowed the SLP entry into the classroom of children who speak languages or dialects different from standard English. To best serve children in the capacity of a consultant or collaborator, SLPs need to be aware of several things: 1) the status and historical development of Black English, 2) linguistic characteristics of Black English speakers, 3) educational implications of using a nonstandard dialect in an academic setting.
2.1 Historical Development of Black English in the United States

Black English or African American English is a cover term used by linguists and educators to refer to a wide variety of communication systems used by speakers throughout the world. While many of these speakers claim an African American Heritage, that connection is neither necessary nor sufficient in describing the speakers of this language. Even the historical development of this form of communication cannot be argued in certainty. However, this author will take the stance that Black English is derived from a pidgin spoken in Africa among trading groups, which later developed into a Creole language in the United States.

“This theory traced African American English origins back to times of the slave trade when West Africans from regions such as Sierra Leone, Nigeria, Ghana and the Ivory Coast were forced together on slave ships with no common language among them. They were exposed to many different African languages such as Hausa, Wolof, Aulu and Twi, as well as the English of the ship’s sailors...As a result, slaves were forced to develop some common form of communication...a pidgin language—a speech system that is formed to provide a means of communication between people who have no common language.” (Language Files, 1994, p. 382)

As these slaves were relocated in the United States on plantations they continued to need a means of communicating with each other. As the various pidgins formed on the slave ships came to be the primary forms of communication on the plantations, a Creole language gradually evolved. As contact with the English language continued over the next several generations with these early Creole speakers, a process of decrolization towards a more English-sounding variety of language took place. Figure 1 on the following page depicts the origins and evolution of African languages through the pidginization, creolization and decreolization processes.
From the early 1600's to the mid 1800's approximately four million people were brought from Africa to the United States to work as slaves on American plantations. As each new wave of slaves came into the workforce, further changes and refinements were made to the early pidgins and resulting plantation Creoles (Lowe, 1994). As generations of slaves followed, the children of the pidgin and early Creole speakers gradually created a language which was called Plantation Creole. That form of communication still survives today in small pockets of speakers in the South Carolinas. Today it is known by the name, Gullah (Lowe, 1994). As these plantation Creole and Gullah speakers moved from the plantations to the factories of the north and the wilderness of the West, they took their language with them. These varieties grew and adapted to the new settings. Today, we find many distinct varieties of these early forms in cities throughout the North and West of the United States.
2.2 Linguistic Characteristics of Black English

While it is impossible to describe the linguistic characteristics of every form of Black English spoken in the U.S., it is possible to speak of the general features distributed throughout many of these forms. These characteristics will be divided into three areas for ease of discussion: phonological differences, grammatical differences, and narrative differences.

2.2.1 Phonological Differences

Both Standard English and Black English share the same rules for combining sounds into words. Where they differ concerns the preferred positions and sequences of these sounds.

2.2.1.1 Vowel Sounds

There are few differences between SAE and BE in the distribution and sequence of vowel sounds. The main difference lies in the central vowels and diphthongs. Black English uses the unrounded central vowel instead of the rounded central vowel and eliminates the second sound or offglide of a diphthong. Table 1 shows these differences.

2.2.1.2 Consonant Sounds

While Black English is not composed of different sounds from Standard English, the sound distributions and sequences are different. These differences can be seen in Table 2.
Table 1. SAE and AAE vowels in medial or interconsonantal context (dialect differences in bold)

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<td>/ɔ/</td>
<td>bought</td>
</tr>
<tr>
<td></td>
<td>/ɔ/</td>
<td>/ɔ/</td>
<td>boat</td>
</tr>
<tr>
<td></td>
<td>/ɑ/</td>
<td>/ɑ/</td>
<td>pot</td>
</tr>
<tr>
<td></td>
<td>/ə/</td>
<td>/ə/</td>
<td>ice</td>
</tr>
<tr>
<td></td>
<td>/ə/</td>
<td>/ə/</td>
<td>out</td>
</tr>
<tr>
<td></td>
<td>/ə/</td>
<td>/ə/</td>
<td>oil</td>
</tr>
</tbody>
</table>

Front /I/ between sibilants (e.g., sister)

Central /I/ before nasals (e.g., [pin] for pen)

Back /I/ in unstressed syllables “hollow”

Diphthongs /aʊ/ /aʊ/ neutralized; ice=ass

/ɪ/ & /ɑ/ neutralized; out=at

/ɪ/ & /i/ neutralized; oil=all

(Stockman 1996, p. 121)
Table 2. Single consonants in SAE and AAE by word position (dialect difference in bold)

<table>
<thead>
<tr>
<th>consonant</th>
<th>SAE word position</th>
<th>AAE word position</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sonorants</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>/m/</td>
<td>m- man</td>
<td>-m- hammer</td>
<td>-x ham</td>
</tr>
<tr>
<td>/n/</td>
<td>n- neck</td>
<td>-n- money</td>
<td>-x cane</td>
</tr>
<tr>
<td>/ŋ/</td>
<td>-ŋ- singer</td>
<td>-ŋ- song</td>
<td></td>
</tr>
<tr>
<td>/w/</td>
<td>w-week</td>
<td>-w- Darwin</td>
<td></td>
</tr>
<tr>
<td>/j/</td>
<td>j- you</td>
<td>-j- bayou</td>
<td></td>
</tr>
<tr>
<td>/r/</td>
<td>r-rock</td>
<td>-r- arrow</td>
<td></td>
</tr>
<tr>
<td>/l/</td>
<td>l- lie</td>
<td>-l- yellow</td>
<td>x/ɔ bell</td>
</tr>
<tr>
<td>Obstruents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>/b/</td>
<td>b-bet</td>
<td>-b- bubble</td>
<td>-x cab</td>
</tr>
<tr>
<td>/p/</td>
<td>p-pet</td>
<td>-p- happy</td>
<td>-x tap</td>
</tr>
<tr>
<td>/d/</td>
<td>d-debt</td>
<td>-d- daddy</td>
<td>-x pad</td>
</tr>
<tr>
<td>/t/</td>
<td>t- tape</td>
<td>-t- city</td>
<td>-x pot</td>
</tr>
<tr>
<td>/g/</td>
<td>g-gate</td>
<td>-g- doggie</td>
<td>-x hog</td>
</tr>
<tr>
<td>/k/</td>
<td>k-cap</td>
<td>-k- baker</td>
<td>-x cake</td>
</tr>
<tr>
<td>/v/</td>
<td>v-vote</td>
<td>-v- favor</td>
<td>-x save</td>
</tr>
<tr>
<td>/f/</td>
<td>f- food</td>
<td>-f- taffy</td>
<td>-x safe</td>
</tr>
<tr>
<td>/θ/</td>
<td>θ- thigh</td>
<td>-θ- bath</td>
<td>/d/ or /v/ may alternate</td>
</tr>
<tr>
<td>/z/</td>
<td>z- zoo</td>
<td>-z- ozone</td>
<td>-x haze</td>
</tr>
<tr>
<td>/s/</td>
<td>s-soup</td>
<td>-s- sissy</td>
<td>-s bus</td>
</tr>
<tr>
<td>/ʃ/</td>
<td>ʃ- measure</td>
<td>-ʃ/ ʃ- beige</td>
<td></td>
</tr>
<tr>
<td>/ʃ/</td>
<td>ʃ- show</td>
<td>ʃ- fishing</td>
<td>ʃ- cash</td>
</tr>
<tr>
<td>/h/</td>
<td>h-hat</td>
<td>-h- behave</td>
<td></td>
</tr>
<tr>
<td>/ɔ/</td>
<td>ɔ- joke</td>
<td>ɔ- budget</td>
<td>ɔ- judge</td>
</tr>
<tr>
<td>/k/</td>
<td>k- chick</td>
<td>-k- kitchen</td>
<td>-k- match</td>
</tr>
</tbody>
</table>

(Stockman 1996, p. 122)

From this table it should be clear that there are many differences in the medial and final positions between Standard English and Black English. For example, Black English allows for the deletion of many final sounds including m, n, b, p, d, t, g, k, v, z and . Other differences involve the use of individual sounds. For example, the voiceless alveolar stop is pronounced as a glottal stop in...
medial position, and the interdental fricatives are replaced by other sounds in all positions. See the example words given below:

“thigh” is pronounced as “die”
“other” is pronounced as “uder”
“bathe” is pronounced as “bave”
“bathroom” is pronounced as “bafroom”
“bath” is pronounced as “baf”

There are also differences in the ways that the voiced alveolar liquid and the voiced palatoalveolar liquid are pronounced in Black English.

“steal” is pronounced as “steauh”
“help” is pronounced as “hep”
“sister” is pronounced as “sistuh”
“mother” is pronounced as “muthuh”

Fasold and Wolfram (1972) also note that there is a tendency for voiced stops at the ends of words to be replaced by their voiceless counterparts if they are not deleted entirely.

<table>
<thead>
<tr>
<th>Standard English</th>
<th>Black English</th>
</tr>
</thead>
<tbody>
<tr>
<td>pig</td>
<td>pik</td>
</tr>
<tr>
<td>cod</td>
<td>cot</td>
</tr>
<tr>
<td>played</td>
<td>playt</td>
</tr>
<tr>
<td>Yesterday, we shopped.</td>
<td>Yesterday, we shop</td>
</tr>
</tbody>
</table>

(Fasold & Wolfram, 1972)
Other differences involve the sequence of consonant clusters in medial and final positions. As table 3 below shows, most cluster found in medial and final positions in Standard English are reduced to singleton consonants in Black English.

While few changes are noted in the initial position (other than "thr" realized as "th" and "shr" realized as "sr"), numerous changes are noted in final position. In general, where Standard American English allows for sequences of two or three consonants in a row, Black English allows for only one. When Standard English has a sequence of a sonorant plus an obstruent at the end of a word, the sonorant is usually deleted. There are some noticeable exceptions however. Many nasal+stop combinations and nasal+fricative combinations are not reduced. When Standard English has an obstruent followed by an obstruent, Black English retains the first obstruent if it is a fricative+stop or a stop+stop combination. Exceptions to this trend involved stop+ [s] where both sounds are retained.

Linguists Fasold and Wolfram (1972) give several examples of these sound changes in sample sentences below:

<table>
<thead>
<tr>
<th><strong>Standard English</strong></th>
<th><strong>Black English</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>It was burned up.</td>
<td>It was burn up.</td>
</tr>
<tr>
<td>Those desks need to be moved.</td>
<td>Those desses need to be moved.</td>
</tr>
</tbody>
</table>

(Fasold & Wolfram, 1972)
Table 3. Initial and final consonant clusters in SAE and AAE (dialect differences in bold)

<table>
<thead>
<tr>
<th>Initial</th>
<th>Example Word</th>
<th>Final</th>
<th>Example Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAE</td>
<td>AAE</td>
<td>SAE</td>
<td>AAE</td>
</tr>
<tr>
<td>Obstruent + Sonorant</td>
<td>Sonorant + Obstruent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>br-</td>
<td>br-</td>
<td>-lm</td>
<td>-m</td>
</tr>
<tr>
<td>pr-</td>
<td>pr-</td>
<td>-lm</td>
<td>-m</td>
</tr>
<tr>
<td>dr-</td>
<td>dr-</td>
<td>-lp</td>
<td>-p</td>
</tr>
<tr>
<td>tr-</td>
<td>tr-</td>
<td>-ld</td>
<td>-d</td>
</tr>
<tr>
<td>gr-</td>
<td>gr-</td>
<td>-lt</td>
<td>-t</td>
</tr>
<tr>
<td>kr-</td>
<td>kr-</td>
<td>-lk</td>
<td>-k</td>
</tr>
<tr>
<td>fr-</td>
<td>fr-</td>
<td>-lf</td>
<td>-f</td>
</tr>
<tr>
<td>th-</td>
<td>th-</td>
<td>-lv</td>
<td>-v</td>
</tr>
<tr>
<td>sl-</td>
<td>sl-</td>
<td>-lw</td>
<td>f/t</td>
</tr>
<tr>
<td>pl-</td>
<td>pl-</td>
<td>-ls</td>
<td>-s</td>
</tr>
<tr>
<td>gl-</td>
<td>gl-</td>
<td>-lt</td>
<td>-t</td>
</tr>
<tr>
<td>kl-</td>
<td>kl-</td>
<td>-ld3</td>
<td>-d3</td>
</tr>
<tr>
<td>fl-</td>
<td>fl-</td>
<td>-mp</td>
<td>-mp/m</td>
</tr>
<tr>
<td>sl-</td>
<td>sl-</td>
<td>-nt</td>
<td>-nt/n</td>
</tr>
<tr>
<td>dw-</td>
<td>dw-</td>
<td>-nd</td>
<td>-n</td>
</tr>
<tr>
<td>kw-</td>
<td>kw-</td>
<td>-ns</td>
<td>-ns</td>
</tr>
<tr>
<td>gw-</td>
<td>gw-</td>
<td>-nz</td>
<td>-ns</td>
</tr>
<tr>
<td>sw-</td>
<td>sw-</td>
<td>-n</td>
<td>-nf/nt</td>
</tr>
<tr>
<td>mj-</td>
<td>mj-</td>
<td>-nt</td>
<td>-nt/f</td>
</tr>
<tr>
<td>bj-</td>
<td>bj-</td>
<td>-qk</td>
<td>-q</td>
</tr>
<tr>
<td>pj-</td>
<td>pj-</td>
<td>-ps</td>
<td>-s</td>
</tr>
<tr>
<td>kj-</td>
<td>kj-</td>
<td>-st</td>
<td>-s</td>
</tr>
<tr>
<td>vj-</td>
<td>vj-</td>
<td>-sk</td>
<td>-s/ks</td>
</tr>
<tr>
<td>fj-</td>
<td>fj-</td>
<td>-pt</td>
<td>-p</td>
</tr>
<tr>
<td>hj-</td>
<td>hj-</td>
<td>-kt</td>
<td>-t</td>
</tr>
<tr>
<td>sm-</td>
<td>sm-</td>
<td>-ft</td>
<td>-f</td>
</tr>
<tr>
<td>sn-</td>
<td>sn-</td>
<td>-ps</td>
<td>-ps</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-ks</td>
<td>-ks</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-ts</td>
<td>-ts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-dθ</td>
<td>-θ/f</td>
</tr>
</tbody>
</table>
TRISEGMENTALS

<table>
<thead>
<tr>
<th>Obstruent + Obstruent + Sonorant</th>
<th>Sonorant + Obstruent + Obstruent</th>
</tr>
</thead>
<tbody>
<tr>
<td>spr- spr- sprite</td>
<td>-mpt -mp tempt</td>
</tr>
<tr>
<td>str- skr- strike</td>
<td>-mps -mps mumps</td>
</tr>
<tr>
<td>skr- skr- scratch</td>
<td>-k -nf strength</td>
</tr>
<tr>
<td>spl- spl- splash</td>
<td>-ks -ns larynx</td>
</tr>
<tr>
<td>skl- no information schlera</td>
<td>-kst -ks next</td>
</tr>
<tr>
<td></td>
<td>-ks -st/ks</td>
</tr>
</tbody>
</table>

(Stockman 1996, pp. 124-125)

2.2.2 Grammatical Differences

There are many differences between Standard American English and Black English in verb morphology, noun inflections, negation markings, subject/object pronoun and demonstrative pronoun distribution, comparative and superlative markers, and question formation.

2.2.2.1 Verb morphology

Differences in Standard and Black English exist in: irregular verbs, omission of “have”, auxiliary don’t, forms of “have” and “do”, hyper-correction, invariant “be”, absence of forms of “to be” and the use of “ain’t.”

2.2.2.1.1 Irregular Verbs

Although irregular verbs are used in Standard English and Black English the same way in most cases, there are some verbs which create irregular tenses in Standard English that are regular in Black English (Fasold & Wolfram, 1972).
Standard English  |  Black English
--- | ---
He says it everyday  |  He say it everyday
He said it yesterday  |  He say it yesterday

(Fasold & Wolfram, 1972)

### 2.2.2.1.2 Omission of Forms of Have

In Black English, the form of “have” preceding a past participle as in Standard English is often omitted. This could be partially related to the rule in Black English from for removing the remnants of contractions (Fasold & Wolfram, 1972).

**Standard English**  |  **Black English**
--- | ---
I’ve been here for hours.  |  I been here for hours.
He’s gone home already  |  He gone home already.

(Fasold & Wolfram, 1972)

### 2.2.2.1.3 Auxiliary “don’t”

The verb “do” is used in English as an auxiliary in negative and other kinds of sentences. In Black English, the suffix “s” is not used with the auxiliary “don’t” in the present tense when using the third person as the subject (Fasold & Wolfram, 1972).

**Standard English**  |  **Black English**
--- | ---
He doesn’t go.  |  He don’t go.
She doesn’t have any.  |  She don’t have any.

(Fasold & Wolfram, 1972)
2.2.2.1.4 Have and Do

Standard English, “have” and “do” are used with the “s” suffix. Since the “s” suffix doesn’t exit in the verb system of Black English, the following occurs:

Standard English | Black English
--- | ---
He has a bike | He have a bike
He always does silly things | He always do silly things.
I don’t know if he likes you, but I think he does. | I don’t know if he like you, but I think he do.

(Fasold & Wolfram, 1972)

2.2.2.1.5 Hyper-correction

Black English speakers observe the “s” suffix used in Standard English on some present tense verbs. Because of this, Black English speakers often over generalize this rule resulting in the following:

Standard English | Black English
--- | ---
I walk | I walks
You walk | You walks
The children walk | The children walks.

(Fasold & Wolfram, 1972)

2.2.2.1.6 Invariant “be”

In Black English, the form “be” can be used as a main verb regardless of the subject of the sentence (Fasold & Wolfram, 1972).
Standard English
I’ll be there this afternoon.
Sometimes he’s busy.

Black English
I be here this afternoon.
Sometimes he be busy.

(Fasold & Wolfram, 1972)

2.2.2.1.7 Absence of Forms of “to be”
When the “is” or “are” forms of “to be” are expected in Standard English, Black English may have no form at all. This is usually due to the contracted forms being eliminated under the rule in Black English.

Standard English
He is a man.
He is running to school.
He is gonna go.

Black English
He a man.
He running to school.
He gonna go.

(Fasold & Wolfram, 1972)

2.2.2.1.8 The use of “ain’t”
Although “ain’t” is used in Standard English in the negative forms of “is”, “are”, “am”, “have”, and “has”, in Black English, “ain’t” also corresponds to the Standard English “didn’t”.

Standard English
He didn’t do it.
He didn’t touch me.

Black English
He ain’t do it.
He ain’t touch me.

(Fasold & Wolfram, 1972)
2.2.2.2 Noun Inflections

1. Plurals not obligatory with quantifiers
   - Two dollar.

2. Possessives not obligatory when word order expresses possession
   - Get mother coat.

2.2.2.3 Negation

1. Double and Triple negatives used
   - Nobody didn’t never write to me.

2. Ain’t used as a negative
   - It ain’t mine.

It is important to note that two negatives do not equal a positive.

2.2.2.4 Pronouns and Demonstratives

1. Noun followed by pronoun
   - My mother she home.

2. Reflexive pronouns regularized so that all forms are possessive pronoun + self
   - his becomes hisself
   - their becomes theirsself

3. Relative pronouns not obligatory
   - He the one stole it.

4. These here and them there used
   - These here books are mine.

5. These and those become them
   - Them men.

6. Existential it.
   - It’s a new kid in the building.

2.2.2.5 Comparative and Superlative Markers

1. -er and -est added to most adjectives
   - baddest, worser

2. More and most combined with superlative and comparative markers
   - most stupidest
2.2.2.6 Questions

1. Indirect question use same form as direct
   Do you know what is it?
2. do becomes if in indirect questions
   I want to know do you want to play ball with us?
3. At used at the end of where questions
   Where is my shoe at?

2.2.3 Narrative Differences

Another area in which differences may be found between Standard English and Black English involves the production of narratives.

"Narratives can refer to storytelling, retelling a move sequence, or relating personal experience. They are ideal for studying language use because they involve units of extended text and are used in both social and educational settings. These texts generally include an introduction, sequence of events, and resolution." (Hester, 1996, p. 228).

In one early study on the oral language usage of kindergartners during "sharing time" at school, Michaels (1981) found there to be differences between the organizational structures of African American children and mainstream children. Specifically, it was found that African American children had a more "oral" style of narrative structure while mainstream children had a more "literate" or "school" style of structure. What this means is that mainstream children were more likely to tell stories organized around a single theme, while African American children told stories that included a series of personal anecdotes and a variety of topics related by the personal experiences of the story teller, rather than some other organizational scheme. Michaels (1981) characterized the latter structure as topic association rather than topic centered (the former). It was also noted that thematic cohesion in topic association stories is often conveyed by prosodic features rather than explicit semantic or syntactic forms such as transitional words or
conjunctions. In a follow-up study on fourth graders by Nichols (1989) it was found that mainstream children tended to tell stories that were organized around a single topic, had specific lexical references, and explicit relationships among characters. African American fourth graders told stories that were characterized by topic associations, audience participation, and cohesive relationships. Nichols (1989) pointed out that these differences could be due to differences in cultural traditions rather than inherent differences in the language structures used. She argued that “from a cultural viewpoint, African American children emphasize immediacy, entertainment, and audience participation as important features of storytelling, whereas for white children—distance, reporting of events, and moral instruction are more important.” Nichols as cited in Hester, 1996, p. 230). Table 4, on the following page, gives examples of the differences found in an “oral” style of storytelling vs. a “literate” style.

Table 4. Selected oral-literate features of narratives

<table>
<thead>
<tr>
<th>Category</th>
<th>Oral style</th>
<th>Literate style</th>
</tr>
</thead>
<tbody>
<tr>
<td>Syntax</td>
<td>Direct quotes (+)</td>
<td>Direct quotes (-)</td>
</tr>
<tr>
<td></td>
<td>Relative clauses (-)</td>
<td>Relative clauses (+)</td>
</tr>
<tr>
<td>Cohesion</td>
<td>Additives (+)</td>
<td>Additives (-)</td>
</tr>
<tr>
<td></td>
<td>Causal markers (-)</td>
<td>Causal markers (+)</td>
</tr>
<tr>
<td></td>
<td>Renaming (-)</td>
<td>Renaming (+)</td>
</tr>
<tr>
<td>Semantics</td>
<td>Formulaic language (+)</td>
<td>Formulaic language(-)</td>
</tr>
<tr>
<td></td>
<td>Emphatic particles (+)</td>
<td>Emphatic particles (-)</td>
</tr>
<tr>
<td></td>
<td>Attributive adjective (-)</td>
<td>Attributive adj. (+)</td>
</tr>
<tr>
<td>Narrative structure</td>
<td>Temporal shifts (+)</td>
<td>Temporal shifts (-)</td>
</tr>
<tr>
<td></td>
<td>Location shifts (+)</td>
<td>Location shifts (-)</td>
</tr>
<tr>
<td></td>
<td>Orientation (-)</td>
<td>Orientation (+)</td>
</tr>
<tr>
<td></td>
<td>Coda (-)</td>
<td>Coda (+)</td>
</tr>
</tbody>
</table>

Hester (1996) p. 233
Hester (1996) argues that while African American children may tell stories which have a more "oral" structure in some contexts, they are able to use both styles of organization, and they are able to code-switch back and forth between styles. As examples of this skill, she gives three samples from an African American inner-city fourth grader. Note that the first sample contains many grammatical and phonological features of Black English in addition to a more "oral" style of organization of ideas. The second sample shows phonological features of Black English, but fewer grammatical features and a switch to a more literate style of organization of ideas. In the final sample, there are even fewer phonological and grammatical features of Black English, while the style is almost excessively "literate" in organization.

Sample 1

I: Tell me about your family.
T: I got a grandmovuh.
She buy me a lot.
I like my movuh cause she do too.
I like my brovuh cause he (is) smart.
And I teach him how to read and stuff.
I: Tell me more about your brother.
T: He like reading.
Some time, I read wif him.
But sometime, he just read by himself
cause he know all the words.
I: How old is he?
T: Five.
I: He's really smart then. Did you teach him how to read?
T: He say, "Can I read your book?"
And I say, "You can't read my book because you're not old enough to read
the book that I read."
He say, "I can read it."
I: Was he able to read your book?
T: Some words he could, some words he couldn't.
I: Tell me about school.
T: I like school cause it's fun.
I: Tell me about your friends at school.
T: She like me a lot. Her name (is) Monica.
I: Tell me about the things you two do together.
T: When we togevuh, we play hopscotch. We share the same locker. We always have fun togevuh when we (are) playing. We play hopscotch and basketball. When we're in the gym, we sit by each ovuh. And we just make joke up about each ovuh.

(Hester, 1996, pp.233-234)

Sample 2

Story Retelling Movie: Cinderella

1. Cinderella, her muvuh had died.
2. and her favuh had married a stepmovuh
3. and she had a stepmovuh
4. and she was very pretty
5. and one day, the prince come to the ball
6. so he could marry somebody
7. and they wouldn’t let her go
8. because she ain't had a dress on
9. and when the birds and stuff made her a dress
10. her stepsisters tore the dress all up
11. because it was some of their stuff that they had threw away
12. And at the end, she married the prince.
13. And the ugly stepmovuh and the ugly stepsisters, they went to jail.
14. And they lived happily ever after.

(Hester, 1996, p.234)

Sample 3

Story Generation from Picture: The Dragon

1. It was a quiet afternoon in the forest
2. When a little boy name Jamal went to play in the woods
3. His movuh told him to be back at 5 for dinner.
4. So, he went out into the woods
5. and he saw this cave
6. So, he went in the cave
7. And he saw some beg yellow eyes
8. And he say some smoke.
9. So he went out the cave
10. and ran home
11. and got his stick
12. And then he came back
13. And then he found a dragon in there
14. and it was fire coming out of the dragon’s mouth
15. And the dragon and the little boy was friends
16. when they met
17. And they played a game call hide-n’-seek
18. One hide behind the tree
19. and one hide behind the other one
20. One was going around this way
21. and the other was going around the ovuh way
22. And they hit each ovuh
23. And they played all day
24. And the little boy always remembered the dragon.

(Hester, 1996, p. 235)

Hester (1996) hypothesized that the ability to code-switch is related to a child’s perception of the story telling task. The closer the task comes to a “parental or teacher” role, the more code-switching to Standard English is evident.

3.0 Educational Implications of Using a nonstandard dialect in an academic setting

To best serve a speaker of a Black English, the SLP needs to be aware of the non-linguistic factors associated with speaking a non-standard dialect such as stereotypes surrounding the dialect, issues concerning the self concept of a speaker of Black English, and the clinical intervention strategies which are specific to dialect speakers.

3.1 Stereotypes

According to Sandra and Francis Terrell (1993), “It is now widely accepted among language specialists that the linguistic styles common among various cultural groups are viable
communicative systems” (pg. 29). While this statement may hold true for professionals in the Linguistic fields, it does not apply to our society as a whole. There are many stereotypes associated with Black English. Since it is a non-standard dialect, it is thought by many to be an inferior way of speaking. Many people who are unfamiliar with the dialect consider those who speak it to be less intelligent and less socially capable (Battle, 1993).

In a study conducted by Terrell & Terrell, the stereotypes and prejudices associated with Black English are illustrated:

Two groups of equally qualified African American females applied for secretarial positions advertised in newspapers of a large southwestern city. One group spoke Black English and the other group spoke standard English during interviews with white, male personnel managers. It was found that Black English speakers were offered fewer jobs than standard English speakers were, and when these nonstandard English speakers were offered positions, it was at a significantly lower salary than that offered to standard English speakers.

(Battle, 1993 pp. 29-30)

The results of this study tell us that speaking Black English has a direct effect on the employment process since all of the applicants were equally qualified. It also exemplifies an attitude held by many Americans across the country that Black English is an inferior way of speaking as opposed to standard English.

3.2 Self Concept

Since Black English can be directly traced to African American roots, it is a distinct part of African American culture and heritage. Therefore, teachers should be counseled about the African American cultural ties, and instructed on treating Black English with sensitivity in the classroom (Campbell, 1993).
Sandra and Francis Terrell define self-esteem as the “regard or value that a person places on one’s self” (Battle, 1993, p. 4). They associate this definition with ethnic identification which is the “extent to which the person identifies with others of the same group” (p. 4). They continue to say that “Typically, the extent of which a person identifies positively with members of one’s cultural group is a reflection of the extent to which the person has a positive self image” (p. 5). If this is true, it can be concluded that in some groups of African Americans, Black English is a way people identify themselves with their cultural group. Therefore speaking the dialect contributes to a positive self concept. (Battle, 1993).

3.3 Clinical Intervention

According to Taylor, Payne and Anderson, A major objective of speech-language evaluations is to determine whether children are developing the linguistic rules and behaviors of their culture, relative to age, gender, cultural or racial group, socioeconomic status, and geographic region.” This objective requires that the speech-language pathologist: a) remove stereotypes he or she harbors, b) conduct a non-biased assessment and c) maintain the integrity of the home language. (Taylor, Payne & Anderson, 1987)

3.3.1 Removal of Stereotypes

In order for SLPs to effectively work with a client who speaks Black English, they must be non-biased towards the dialect and free from any stereotypes society harbors towards speakers of Black English. He or she must not make negative assumptions about the client and should respect
and appreciate Black English for what it is---a rule based linguistic system (Fasold & Wolfram, 1972).

3.3.2 Non-biased assessment

To collect information on a client who uses Black English, a speech-language pathologist must conduct a culturally valid assessment of speech and language. Since there are few standardized assessment procedures which provide a valid evaluation for non-standard English dialects, measure must be taken by the speech-language pathologist to assess the outcome of the tests in an unbiased way, taking into consideration the linguistic rules which govern the dialect the client uses (Taylor, Payne & Anderson, 1987).

3.3.3 Maintaining the Integrity of the language spoken at home

According to Lowe, (1994), “Currently, all languages are seen as being composed of dialects. The standard or prestige dialect is the preferred variation, but is no longer viewed as the sole model of correctness, nor is it seen as more logical or better than any other dialect.” (p. 211) This is important for SLPs to realize, especially in a school setting where they may be the only member of the faculty who is aware of this fact (Lowe, 1994).

A speech-language pathologist, above all, needs to maintain the integrity of the language the client speaks at home. It is not the responsibility or the privilege of a clinician to determine what is best for the client where dialects are concerned. Since standard American English is more accepted by society, it may be that the client desires second dialect instruction. In this case, standard
American English should be taught in such a way that the client realizes neither linguistic system is a superior way of speaking (Campbell, 1993).
REFERENCES


The following are standards and objectives set up by the Utah State Board of Education along with suggested assignments and activities which correlate with the subjects of African American culture and more specifically, Black English. The purpose behind these lesson plans is to educate students in Utah about African American culture so they may gain appreciation and understanding of this topic.

The subject matter falls into two separate but overlapping areas, Language Arts and Social Science. Therefore, an outline of both has been prepared. The standards and objectives have been copied exactly from the Utah Core Curriculum Guides some objectives have been summarized or omitted to fit the format of this project. The assignments and additional objectives were added to customize these lesson plans to include African American culture.

Bloom’s taxonomy of educational objectives has been applied to the lesson plans to give an outline of the type and degree of learning that is designed to take effect. Two domains have been addressed: affective and cognitive. Below is an outline of these domains as they apply to learning objectives.

I. Affective Domain

A. Appreciation Level Behavior—learner displays appreciation that something has a value

B. Willingness to Act Level Behavior—learner decides to follow a course of action if the opportunity arises.
   1. Willingness to Participate
   2. Willingness to Advocate

C. Characterization Level Behavior—learner consistently displays a willingness to act

II. Cognitive Domain

A. Knowledge Level Behavior—learner remembers something that has previously been presented.
   1. Simple Knowledge
   2. Knowledge of a Process

B. Intellectual Level Behavior—learner makes some type of judgment which results from reasoning
   1. Comprehension of a Communication
   2. Conceptualization
   3. Application
   4. Analysis

(Cangelosi, 1982)
Language Arts, Level K

Standard    The students will learn to attend to verbal information.

Objectives    Listen to literary selections read aloud.
Be exposed to a variety of cultures.

Taxonomy    Cognitive Domain
Knowledge Level Behavior—Simple Knowledge
Intellectual Level Behavior—Comprehension

Affective Domain- Appreciation level
Appreciation Level Behavior

Activity    Students will listen to a book read aloud about African-American characters.


A young African-American girl named Cassie Louise Lightfoot, born in 1931, dreams that she can fly anywhere she wants to go for the rest of her life. Her father cannot join the union, so she dreams she can fly over the union building and give it to her father so he can be rich and not have to look for work. Cassie dreams she can fly over the ice cream factory and get enough ice cream for her family to have it every night for the rest of her life.
TAR BEACH

FAITH RINGGOLD
TAR BEACH

- Ask students what the character’s name in the story is.
- Ask students what Cassie wanted her family to eat everynight.
- Ask students where tar beach was.
**Language Arts, Level K**

**Standard**
The students will become familiar with different kinds of literature and respond creatively through art, music, drama, and dance.

**Objectives**
Respond to nursery rhymes, poems, stories, and picture books; e.g., draw a picture, sing a song, make simple puppets, and participate in role-playing.

**Taxonomy**

**Cognitive Domain**
- Knowledge Level Behavior—Simple Knowledge
- Intellectual Level Behavior—Comprehension

**Affective Domain**
- Appreciation Level Behavior

**Activity**
Students will listen to a book read aloud about African-American characters. Students will draw a picture illustrating something that occurred in the book.

**Sample**

A story about a young boy and his grandfather and the things they like to do together. They take their time to enjoy their activities as they watch the rest of their world hurry by.
My Grandfather and I

Helen E. Buckley
Jan Ormerod
My Grandfather and I

- Ask students what activities the boy and his grandfather liked doing together.
- Ask students to draw a picture of an activity they saw in the book that they also enjoy.
Language Arts, Level 1

Standard  The students will listen to verbal information and demonstrate literal understanding.

Objectives
Demonstrate comprehension of literary selections read aloud.
Be exposed to a variety of cultures

Taxonomy  Cognitive Domain
Knowledge Level Behavior—Simple knowledge
Intellectual Level Behavior—Comprehension

Affective Domain
Appreciation Level Behavior

Activity  Students will listen to a book read aloud and be able to name characters, summarize the major points of the story and place events in chronological order.


Eight year old Cassie and her brother Be Be fly over the mountains and oceans and find a fantastic train—The Underground Railroad train. The conductor is Harriet Tubman, who takes Cassie and Be Be back in time to the terrifying world of a slave plantation.
Aunt Harriet’s Underground Railroad in the Sky

FAITH RINGGOLD
Aunt Harriet’s Underground Railroad in the Sky

- Ask students to name the characters in the book as the teacher points them out.
- Ask students to summarize the major points of the story.
- Ask students to place events in chronological order.
Language Arts, Level 1

Standard  The students will share their thoughts in speech, using vocabulary appropriate to age and situation.

Objectives  Sing songs and recite selected poems from memory.
Answer questions accurately.

Taxonomy  Cognitive Domain
Knowledge Level Behavior—Simple Knowledge
Intellectual Level Behavior—Comprehension

Affective Domain
Appreciation Level Behavior

Activity  Students will listen to and participate in songs and poetry activities which originate from African American culture. For example verses from slave songs or poems which express a concrete need or an easily understood emotion.

Sample  During these activities, explain to the students how songs and poetry are used to express needs and emotions.
Language Arts, Level 2

Standard  The students will listen to verbal information and demonstrate literal and inferential understanding.

Objectives  Retell specific details of information, such as sequence of events.  
Demonstrate comprehension of literary selections read aloud to them by drawing a picture, acting out a dialog, writing a story, etc.

*Be exposed to a variety of cultures  
Gain appreciation of different cultures through literature

Taxonomy  Cognitive Domain  
Knowledge Behavior Level—Simple Knowledge  
Intellectual Level Behavior—Comprehension & Conceptualization

Affective Domain  
Appreciation Level


A story about an African American boy, Gregory Cool, who visits his relatives in Tabago. Gregory learns to appreciate the differences between America and Tabago.
Ask students why Gregory went to Tabago.

Ask students what differences Gregory found between America and Tabago.

Discuss that Gregory liked both America and Tabago.
Language Arts, Level 2

Standard  The students will understand literal information and inferred meaning as they expand their reading interests.

Objectives  Identify main ideas and note the supporting details.
Identify characters, events and settings.
Respond creatively to poems, stories, and books.

*Be exposed to African culture and African languages
Appreciate differences between cultures

Taxonomy  Cognitive Domain

Knowledge Behavior Level—Simple Knowledge
Intellectual Level Behavior—Comprehension & Conceptualization

Affective Domain
Appreciation Level

Activity  Students will listen to a book read aloud which takes place in an African country. The book should contain characteristics of a culture in that country and may contain a sample of an African language.


Thembi, a young girl in South Africa, accompanies her great-grandmother, Gogo, as she votes in the first election in South Africa where black South Africans are allowed to vote. This book not only depicts a historical event but includes description of South African culture and gives a sample of South African language.
The Day Gogo Went to Vote

Written by
Elinor Batezat Sisulu

Illustrated by
Sharon Wilson
The Day Gogo Went to Vote

- Ask students why the election in the book was special.
- Ask students why everyone in the story was excited to see Gogo vote.
- Review and define the sample of South African language in the book.
**Language Arts, Level 3**

**Standard**  The students will listen to verbal information and show literal and inferential comprehension.

**Objectives**  Tell major points or sequence of events.  React to literary selections read aloud.  Respond to speakers; ask questions and make contributions

*Gain appreciation for African American culture  
Be introduced to Folklore as an important part of culture*

**Taxonomy**  
**Cognitive Domain**  
Knowledge Level Behavior—Simple Knowledge & Knowledge of a Process  
Intellectual Level Behavior—Comprehension & Conceptualization

**Affective Domain**  
Appreciation Level

**Activity**  Students will listen to an African American Folktale read aloud.


This book contains 28 African American Folktales including animal tales, supernatural tales, tall tales, and slave tales of freedom. These tales include features of Black English and items of folklore which are unique to African American culture.
The People Could Fly

■ Point out parts of the folktales which are unique to African-American culture
■ Probe for questions about the meanings behind folktales
■ Explain how folktales are used to explain unusual events
■ Discuss the use of Black English in the folktales
Language Arts, Level 3

Standard  The students will verbally express ideas, opinions, and reactions in a variety of situations.

Objectives  Express and support personal opinions about topics presented.
Respond to opinions expressed by others.
Answer questions accurately.

*Gain appreciation of African-American culture
Be exposed to Black English

Taxonomy  Cognitive Domain
Knowledge Level Behavior—Simple Knowledge & Knowledge of a Process
Intellectual Level Behavior—Comprehension & Conceptualization

Affective Domain
Appreciation Level

Activity  Students will read a book or story about African-American characters who speak Black English. Students will participate in a class discussion about the different ways people use language and through this discussion they will be introduced to the concept of Black English being a part of African-American culture.


This book, which is written in Black English, is about a young African American girl who relates the daily events of her family’s migrant life in the cotton fields of central California.
Working Cotton

- Explain the situation of migrant workers and why the children in the book had to work.
- Ask students to share their opinions about the book.
- Explain that the language used in the book is Black English.
- Explain how Black English is a part of African-American culture.
Language Arts, Level 4

Standard
The students will verbally communicate ideas, information, opinions, descriptions, and feelings as they participate in conversations and discussions.

Objectives
Answer questions related to the topic.
Use expressive speech to add meaning and interest to personal experiences.
Memorize and recite poetry, and perform creative dramatics.
Contribute ideas in group discussions.

Taxonomy
Cognitive Domain
Knowledge Level Behavior—Simple Knowledge & Knowledge of a Process
Intellectual Level Behavior—Comprehension & Conceptualization

Affective Domain
Appreciation Level

Activity
Students will listen to a story read aloud in which Black English is used in dialog. They will participate in a class discussion about how different language and speech is used to add meaning and creativity to personal experiences. Students will then write a poem or short story using dialog which reflects how they speak in different situations. (Modeling code-switching)

Sample

“Alabama Poem” by Nikki Giovanni

A poem written by an African American about a young African American student who meets an old African American woman. This old woman explains to her that she has a lot to learn from her ancestors and instructs her to search more places than school books.
Alabama Poem
by Nikki Giovanni

- Discuss how different language and speech is used to add meaning and creativity to personal experiences.
- Contrast the way people speak with the way people write.
- Discuss how people speak differently when they have different audiences.
Language Arts, Level 5

Standard  The students will read literary selections and demonstrate their comprehension.

Objectives  Recognize character traits, identify setting, and recall story line (plot).
Interpret figurative language as it occurs in context.
Participate in related activities; e.g., perform in a play, illustrate story setting or action, and/or compare characters.

Taxonomy  Cognitive Domain
Knowledge Level Behavior—Simple Knowledge & Knowledge of a Process
Intellectual Level Behavior—Comprehension & Conceptualization

Affective Domain
Appreciation Level Behavior

Assignment  Students will participate in a reader's theater which reflects the cultural heritage of African Americans and how it contributes to their experience in the 20th century. Teacher will point out features of Black English within the literature and students will participate in a discussion about how Black English relates to the African American cultural heritage.


*Fences* by August Wilson
Act One, Scene Three

This scene, which is set in the 1950's focuses on a character named Troy Maxson who was excluded from playing major league baseball because he is African American despite the fact that he is an outstanding baseball player. Troy hopes his son, Cory's dreams will be more obtainable as society begins to address prejudice issues.
Fences

August Wilson
Discuss

- How the setting is important to the storyline.
- How African Americans cultural heritage effects their experience in the 20th century
**English, Level 7**

**Standard**  The students will explore their personal needs through literature study and discussion. Prepare a paper making a case for a personal need.

**Objectives**  Share their own opinions, reactions, and impressions of the literature. Practice affective listening skills to become responsive listeners. Separate opinion from fact. Discuss the validity of the author’s point of view.

*Help students become aware of literature as a means to justify a position or share an experience and by doing so express a personal need. Also to become familiar with African American literature and perhaps become exposed to Black English in print.*

**Taxonomy**  

**Cognitive Domain**  
Knowledge Level Behavior—Simple Knowledge & Knowledge of a Process  
Intellectual Level Behavior—Comprehension, Conceptualization & Application

**Affective Domain**  
Appreciation Level Behavior  
Willingness to Act Level Behavior—Willingness to Participate

**Assignment**  Students will read selections from African American Literature. Selections may include essays, simple forms of poetry, short stories, chapters from novels, or speeches.

**Sample**  Have students read “I See the Promised Land”; a speech given by Martin Luther King.


In this speech, Martin Luther King addresses the frustration of African Americans during the Civil Rights Movement. He pleads with his audience to pull together and strengthen black institutions, and keep peace in mind as they struggle for freedom.
I See the Promised Land

Martin Luther King, Jr.
I See the Promised Land

- What does King tell you about his attitudes toward African Americans' struggle for equal rights?
- What aspects of King's life do you think most influenced these attitudes?
- How do King's ideas about equal rights for African Americans relate to all humanity?
English, Level 8

Standard The students will read and discuss stimulating literature, identifying details which describe people accurately.

Objectives Share their own opinions, reactions, and impressions of the literature. Practice affective listening skills to become responsive listeners. Analyze the actions of people.

*Students will become familiar with picking out details of the characters in the literature they read. They also will learn to be objective about the author’s viewpoint.

Taxonomy Cognitive Domain
Knowledge Level Behavior—Simple Knowledge & Knowledge of a Process
Intellectual Level Behavior—Comprehension & Conceptualization

Affective Domain
Appreciation Level Behavior
Willingness to Act Level Behavior—Willingness to Participate

Assignment Students will read selections of fictional and nonfictional literature written about or including African American characters. Before preparing a character sketch, discuss the author’s opinion of African Americans and how his or her opinion might effect the description of the character.

Sample Have students read the excerpt from Black Boy about how Richard Wright, the author, arrives at an understanding of his racial identity.


Black Boy is an autobiography by Richard Wright. In the excerpt published in Tapestry: A Multicultural Anthology, Wright describes how he portrayed himself as a young boy and how he feels when his mother tells him he will be considered a “colored man” when he grows up.
from Black Boy

Richard Wright
Black Boy

- What does Wright tell you about his childhood awareness of racial differences?
- What events in Wright’s life do you think influenced these attitudes?
- How do the ways others perceive your own cultural identity affect the way you perceive yourself?
English Level 8

Standard The students will find, use, and analyze information from the library media center and other locations about a famous contemporary person. They will create a biographical sketch about that person.

Objectives
Choose a famous person
Read an encyclopedia article for a brief overview of the person’s life, habits, etc.
Formulate questions to explore the topic
Differentiate between fact and opinion in each source
Evaluate information

*Students will see the benefit of a multicultural society.
They will become familiar with the idea that differences equal benefits.

Taxonomy
Cognitive Domain
Knowledge Level Behavior—Simple Knowledge & Knowledge of a Process
Intellectual Level Behavior—Comprehension, Conceptualization & Analysis

Affective Domain
Appreciation Level Behavior
Willingness to Act Level Behavior—Willingness to Participate

Assignment Students will be encouraged to explore a variety of cultures in choosing a famous person. The class as a whole should have a multicultural variety of biographies, including African American ones.

Sample Provide a list of contemporary famous African-Americans to help students choose someone they could research.
Bradley, Thomas (1917- ), American politician, mayor of Los Angeles for five terms (1973-93).

Dunham, Katherine (1910- ), American choreographer, dancer, and scholar, and influential leader in black theatrical dance.


Hughes, (James Mercer) Langston (1902-1967), American writer, known for the use of jazz and black folk rhythms in his poetry.

Jackson, Jesse (Louis) (1941- ), American clergyman and civil rights leader.

Jordon, Barbara Charline (1936- ), American politician and educator, member of the United States House of Representatives from 1972 to 1978.

King, Martin Luther, Jr. (1929-1968), American clergyman and Nobel Prize winner, one of the principal leaders in the American civil rights movement.

Malcom X (1925-1965), black American leader.

Marsalis, Wynton (1961- ), American trumpet player of both jazz and classical music, and Grammy Award winner.

Morrison, Toni (1931- ), American writer and winner of the Pulitzer Prize for Literature.

Ali, Muhammad (1942- ), American boxer and winner of three heavyweight championship titles.
Owen, Jesse (1913-1980), one of the greatest track-and-field athletes of all time.

Parks, Rosa Louise (1913- ), civil rights leader who was arrested in 1955 for violating segregation laws when she refused to give up her seat on the bus.

Powell, Colin L. (1937- ), United States military leader.

Robinson, Jackie (1919-1972), American athlete and business executive.

Thomas, Clarence (1948- ), American jurist, associate justice of the U.S. Supreme Court.

Tutu, Desmond Mpilo (1931- ), South African clergymen, civil rights activist and Nobel Prize winner.

Walker, Alice Malsenior (1944- ), American author and poet.

Wright, Richard Nathaniel (1908-1960), American author, known as one of the most eloquent spokesperson for his generation of blacks in America.
Discuss

- Benefits of a multicultural society
- How history is influenced by people from a variety of cultures
English Level 10

Standard The students will explore the experience of someone else, using reading selections and discussions.

Objectives Share their own opinions, reactions, and impressions of the literature.
Identify points of view
Identify conflicts
Determine purpose of the author

*Students will be able to identify with the author and explore the reasoning the author had for writing about his or her experiences.

Taxonomy Cognitive Domain
Knowledge Level Behavior—Simple Knowledge & Knowledge of a Process
Intellectual Level Behavior—Comprehension, Conceptualization, Application & Analysis

Affective Domain
Appreciation Level Behavior
Willingness to Act Level Behavior—Willingness to Participate & Advocate

Assignment Students will read from a personal narrative or a bibliography written by an African American.

Sample Students will read poetry written by African American authors. They will then participate in discussing factors which influence authors and be able to focus on authors’ points of view.
My People
Langton Hughes

The night is so beautiful,
So the faces of my people.

The stars are beautiful,
So the eyes of my people.

Beautiful, also is the sun.
Beautiful, also are the souls of my people.
Science...
Gordon Nelson

Science
tells you
Black is the
absence of light

but
your soul
tells you Black
is the light of the
world.
Harlem Hopscotch
Maya Angelou

One foot down, then hop! It’s hot.
    Good things for the ones that’s got.
Another jump, now to the left.
    Everybody for hisself.

In the air, now both feet down.
    Since you black, don’t stick around.

Food is gone, then rent is due.
    Curse and cry and then jump two.

All the people out of work.
    Hold for three, then twist and jerk.
Cross the line, they count you out.
    That’s what hopping’s all about.

Both feet flat, the game is done.
They think I lost. I think I won.
Discuss

- How reading the poems make the students feel
- How the authors use language to enhance the meaning of their poems
- Points of conflict brought out in the poems
- Authors’ purpose in writing the poems
- Authors’ point of view
Have Students Share

- Opinions of the poems
- Reactions
- Impressions the poems left with them
Escape From Freedom

by Ossie Davis

Scene 1
English Level, 10

Standard  Students will form dominant impressions of characters and support their conclusions with specifics from reading selection. They will then create an essay summarizing their opinion.

Objectives  Share their own opinions, reactions, and impressions of the literature. Make and support inferences about characters from dialogue, action and settings. Discuss fully developed characters. Discriminate between important and unimportant character details. Relate the character's actions to a theme. Select a character to describe.

*Students will be able to look at characters objectively and make an evaluation based on their own experiences.

Assignment  Using either a novel, a play, a movie or a short story involving African Americans. Have student evaluate a character in the story and support their opinion of the character they have chosen. Include a summary of the characters circumstances and any other outside issues which might effect the evaluation.


Escape From Freedom—
by Ossie Davis
Scene 1
Escape From Freedom

--By Ossie Davis

In scene 1, Davis provides insight on the nature of prejudice by using the story of Frederick Douglass, a slave in the south. In this play, Frederick Douglass realizes he must rely on himself if he is to be free.
Discuss

- Opinions
- Reactions
- Impressions
- Fully developed characters
- Important and unimportant character details]
- Characters’ actions
Have Students Create A Paper

- Selecting a character to describe
- Include a summary of character circumstances
- Evaluate what issues influenced the character
- Summarize their opinion of the character and the play or reader’s theater
**Social Studies, Level K**

**Standard**
The students will understand that individuals live in groups and their lifestyles are influenced by customs and traditions.

**Objectives**
- Identify different kinds of groups (family, school, neighborhood) to which they belong.
- Discuss ways that people are alike and ways they are unique, and that each individual has self-worth.
- Identify values, traditions, and customs that are learned from families.
- Identify why special events are sometimes celebrated through various holidays.
- Compare ways that various cultures celebrate holidays.

**Taxonomy**

**Cognitive Domain**
- Knowledge Level Behavior—Simple Knowledge
- Intellectual Level Behavior—Comprehension

**Affective Domain**
- Appreciation Level Behavior

**Activity**
Students will be exposed to a variety of cultures including African American by exploring different traditions and customs practiced by groups. Through this, students will gain an appreciation of cultures.

**Sample**
Demonstrate a game which is played by children in Africa. In this game, two children are blindfolded. One is “it” and tries to find the other child who is clicking two sticks together.

Discuss

- How children make up games to play in all different cultures
- How customs are learned
- How the custom of making up games would be the same and different in other cultures
Social Science Level 1

Standard  The students will understand that the family, school, and neighborhood provide basic needs and learning experiences.

Objectives  Identify examples of how individuals learn from the family, school, and neighborhood.
Show ways in which families provide the basic needs of love, food, shelter, clothing, companionship, and protection to their members.
Compare similarities and differences among families, schools, and neighborhoods.
Show that every individual has dignity and worth and is unique.

Taxonomy  Cognitive Domain
    Knowledge Level Behavior—Simple knowledge
    Intellectual Level Behavior—Comprehension

    Affective Domain
    Appreciation Level Behavior

Activity  Students will be exposed to different scenarios which illustrate how individuals learn from their families and neighborhoods and how there are similarities and differences across cultures.

Sample  Among several different scenarios, children may be given an example of what a child who lives in Africa learns from his or her environment compared with a child who lives in a U.S. city.

Discuss

■ Ways that families provide the basic needs of love, food, shelter, clothing, companionship and protection to their members

■ Similarities and differences among families, schools, and neighborhoods

■ That every individual has dignity and worth and is unique
Social Science Level 2

Standard The students will show how individuals are products of their culture and how individual talents and traits are developed.

Objectives Identify cultural traits and values that are inherited and acquired
Show ways in which individuals learn behavior and values from groups in the community.
Identify talents of self and others and discuss how they can be developed.
Show ways in which the talents of others have influenced the community.

Taxonomy Cognitive Domain

Knowledge Level Behavior—Simple Knowledge
Intellectual Knowledge Behavior—Comprehension & Conceptualization

Affective Domain
Appreciation Level

Activity Students will be exposed to the concept of a person’s heritage and culture influencing the talents and traits he or she develops.

Sample Have a guest speaker from the African American community give a presentation to the class about how customs and traditions from his or her heritage has affected the talents and traits he or she has developed. For example, religion, music, art or language.
Discuss

- How values are inherited and acquired
- How these values influence the community
- Different areas such as religion, music, art and language are affected by a person’s heritage
Social Science Level 3

**Standard**
The students will understand the cultural and historical development of their local community.

**Objectives**
Discuss different cultures in their local community and the contributions made from each culture.
Identify the past and present contributions of women and minorities to their communities.

**Taxonomy**

- **Cognitive Domain**
  - Knowledge Level Behavior—Simple Knowledge & Knowledge of a Process
  - Intellectual Level Behavior—Comprehension & Conceptualization

- **Affective Domain**
  - Appreciation Level

**Activity**
Share with students the importance of cultural and historical development of their community. This can be done by exploring the various groups of people who have settled in their community and highlighting prominent as well as minority groups such as African Americans. Besides focusing on groups, research individuals who have made contributions to the students local community and point out how they have added to its richness.
Discuss

- The different cultural groups which settled and established the student's community
- How diversity adds to the richness of a community
Social Science Level 6

**Standard**  The students will analyze how governments make decisions and settle conflicts

**Objectives**  Apply the concept of cultural diversity to different areas of the world.

**Taxonomy**  Cognitive Domain
- Knowledge Level Behavior—Simple Knowledge & Knowledge of a Process
- Intellectual Level Behavior—Comprehension & Conceptualization

Affective Domain
- Appreciation Level

**Activity**  Students will study an overview of the Civil Rights Movement and look at how the government responded and made decisions in order to settle this conflict.

**Sample**  Students will study specific individuals and moments which were monumental in the evolution of the Civil Rights Movement. They will also study the actions that the United States government took in bringing justice to this matter.

Discuss

How the Civil Rights Acts affected the lives of African Americans in the areas of Voting, Religion, Economics and Education.
United States History, Level 7-8

Standard  The students will demonstrate the ability to utilize critical thinking and decision-making skills in completing social studies activities.

Objectives  Critically examine and compare current and historical events from various sources (media center, notes, television, radio, newspapers, interviews, etc.). Apply law-related and citizenship/character education concepts to events that occurred in the United States history.

Taxonomy  Cognitive Domain
Knowledge Level Behavior—Simple Knowledge & Knowledge of a Process
Intellectual Level Behavior—Comprehension, Conceptualization & Application

Affective Domain
Appreciation Level Behavior
Willingness to Act Level Behavior—Willingness to Participate

Assignment  Students will read articles from current event sources about issues surrounding racial prejudices. Students will formulate a short essay comparing a current event with an event from American history.

Sample  Students may find articles about recent events which reflect the prejudice nature some individuals or groups portray by their actions. Students would be encouraged to search for events from the media.

Discuss

- Why racial prejudices exist
- How racial prejudices evolve
- What students can do to discourage racial prejudices
United States History, Level 7-8

Standard  The students will evaluate how the American heritage reflects diverse culture.

Objectives  Analyze the various cultures prevalent in the United States. Identify the major contributions of religious and ethnic groups to the development of the country.

Taxonomy  Cognitive Domain
  Knowledge Level Behavior—Simple Knowledge & Knowledge of a Process
  Intellectual Level Behavior—Comprehension, Conceptualization, Application, and Analysis

Affective Domain
  Appreciation Level Behavior
  Willingness to Act Level Behavior—Willingness to Participate

Assignment  Throughout the year, students should learn about the contributions African Americans have made in the development of the country. This could be accomplished by introducing African American figures in American history as they play a part in the historical events that are being discussed in class. African Americans in United States history should also be highlighted for a week or perhaps a month.

Sample  During the month of February, (African American History month), each day the class meets, the teacher should take a few minutes to highlight an African American who has contributed the development of the United States.

Bradley, Thomas (1917- ), American politician, mayor of Los Angeles for five terms (1973-93).

Dunham, Katherine (1910- ), American choreographer, dancer, and scholar, and influential leader in black theatrical dance.


Hughes, (James Mercer) Langston (1902-1967), American writer, known for the use of jazz and black folk rhythms in his poetry.

Jackson, Jesse (Louis) (1941- ), American clergyman and civil rights leader.

Jordon, Barbara Charline (1936- ), American politician and educator, member of the United States House of Representatives from 1972 to 1978.

King, Martin Luther, Jr. (1929-1968), American clergyman and Nobel Prize winner, one of the principal leaders in the American civil rights movement.

Malcom X (1925-1965), black American leader.

Marsalis, Wynton (1961- ), American trumpet player of both jazz and classical music, and Grammy Award winner.

Morrison, Toni (1931- ), American writer and winner of the Pulitzer Prize for Literature.

Ali, Muhammad (1942- ), American boxer and winner of three heavyweight championship titles.
Owen, Jesse (1913-1980), one of the greatest track-and-field athletes of all time.

Parks, Rosa Louise (1913- ), civil rights leader who was arrested in 1955 for violating segregation laws when she refused to give up her seat on the bus.

Powell, Colin L. (1937- ), United States military leader.

Robinson, Jackie (1919-1972), American athlete and business executive.

Thomas, Clarence (1948- ), American jurist, associate justice of the U.S. Supreme Court.

Tutu, Desmond Mpilo (1931- ), South African clergyman, civil rights activist and Nobel Prize winner.

Walker, Alice Malsenior (1944- ), American author and poet.

Wright, Richard Nathaniel (1908-1960), American author, known as one of the most eloquent spokesperson for his generation of blacks in America.
**United States History, Level 7-8**

**Standard**  The students will evaluate why the events and acts in American history reflect the development of the beliefs and attitudes of the people of the United States.

**Objectives**  Relate the origin of American ideals, the concepts of liberty, and freedom to present day applications.

Explain the evolution of the Civil Rights movement.

Describe the impact on American life that various historical figures have made.

**Taxonomy**  Cognitive Domain

Knowledge Level Behavior—Simple Knowledge & Knowledge of a Process

Intellectual Level Behavior—Comprehension, Conceptualization, Application, and Analysis

Affective Domain

Appreciation Level Behavior

Willingness to Act Level Behavior—Willingness to Participate

**Assignment**  Students will explore the evolution of the Civil Rights movement and how it contributed to the development of United States history. Students will study African Americans who were influential in promoting the Civil Rights movement. Students will also participate in discussions about how the Civil Rights movement benefited all Americans.

**Sample**  Students will learn about the life of Dr. Martin Luther King Jr. Through reading about the part he played in Civil Rights history and listening or reading his speeches, students will gain an understanding of why he was well respected among Americans and how his contributions to the Civil Rights movement lived on after his assassination.

Discuss

- The peaceful methods Dr. Martin Luther King Jr. used to promote the Civil Rights Movement
- What part he played in the advancement of the Civil Rights Movement
United States Studies, Level 9-12

Standard
The students will demonstrate the ability to think critically and to employ basic study skills.

Objectives
Identify historical bias.
Distinguish between facts, inferences, estimates, and value judgments.
Use the scientific method in analyzing social issues by:
   a. Defining the problem.
   b. Setting up the hypothesis.
   c. Listing possible solutions and alternatives.
   d. Testing the hypothesis and predicting its outcome.
   e. Forming conclusions.

Use the case study method in analyzing historic, social, and legal issues to include:
   a. Facts.
   b. Issues.
   c. Arguments.
   d. Decisions.

Demonstrate the ability to tolerate differing points of view.

Taxonomy
Cognitive Domain
   Knowledge Level Behavior—Simple Knowledge & Knowledge of a Process
   Intellectual Level Behavior—Comprehension, Conceptualization, Application, and Analysis

Affective Domain
   Appreciation Level Behavior
   Willingness to Act Level Behavior—Willingness to Participate & Willingness to Advocate

Characterization Level Behavior

Assignment
Students will be introduced to the concept of historical bias. They will evaluate how well history has represented African Americans over time. Using the objectives outlined above, the students will formulate an essay paper which focuses on an aspect concerning historical bias.

Assignment 2
Students will analyze, using the methods outlined above, United States Supreme Court rulings concerning African American issues such as slavery, segregation, voting and equal rights.

Resource
Discuss

- Historical Bias
- Toleration of different points of view
- How the African American experience has shaped the United States
United States Studies, 9-12

Standard  The students will evaluate how history in various periods of time, and particularly in contemporary society, has affected people.

Objectives  Identify important persons, events, and themes in United States history and government from the age of discovery to the present. Describe the experiences and contributions of ethnic and religious minorities and immigrant groups. Recognize the growth and evolution of the legal system as integral to major events United States history.

Taxonomy  Cognitive Domain
Knowledge Level Behavior—Simple Knowledge & Knowledge of a Process
Intellectual Level Behavior—Comprehension, Conceptualization, Application and Analysis

Affective Domain
Appreciation Level Behavior
Willingness to Act Level Behavior—Willingness to Participate & Willingness to Advocate
Characterization Level Behavior

Assignment  Students will research and formulate a paper based on a minority who has made a significant contribution to United States history.


Formulate Research Paper to include the following:

- Identify themes or events which made the individual part of significant history
- Describe the individuals experiences and contributions
- Recognize any part the individual played in the evolution of a major event in United States history